

CIL-M

Collaborative Inquiry for Learning in Mathematics
Professional Learning Model

Jonathan Rajalingam Simcoe Muskoka Catholic DSB
Sharon Ulett-Smith, LNS, SAO

Who's with us today...

Session Goals for the CIL-M Model

Develop a deeper appreciation of focused conversations:

Explore the key elements of CIL-M

Apply the ORID structure in a challenge of professional practice



Ongoing thinking...

How might the ORID process be useful in the CIL-M model?

Agenda

Minds On	Let's do some math...	
Action	Independent think about CIL-M	O bjective
	Small group think about CIL-M	R eflective
	Research insights about CIL-M	I nterpretive
	Consensus building about CIL-M	D ecisional
	Next steps for CIL-M	
Consolidation	Reflecting on Consolidation Learning in Math	<i>applying</i> ORID
	Personal next steps/Q & A	

ACTION...

Debrief...

Focused Conversation Structure

Objective level - sharing the facts



Reflective level - processing emotion



Interpretive level - creating meaning



Decisional level - decisions, change



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MINDS ON...

Let's do some Math...

How could you share 3 chocolate bars fairly among 4 students?

Show more than one way to solve the problem.



ACTION...

Job-Embedded Teacher Inquiry/Study

From: Coaching for Student Success in Mathematics

<http://resources.curriculum.org/secretariat/june28.shtml>

ACTION...



CIL-M, my perspective...

What are the important activities and/or characteristics of the CIL-M professional learning model?

ACTION...



CIL-M, our perspective...

Share your important activities and/or characteristics with your table group.

ACTION...

R



CIL-M, our perspective...

As a group decide on the 5 *strongest* important activities and/or characteristics.

ACTION...



CIL-M, our perspective...

Read the research snippets

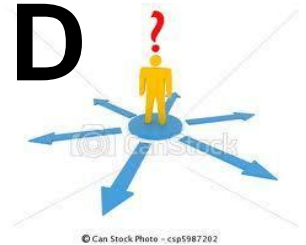
How do your "top 5" align with the research?

What insights are you gaining about
CIL-M from this research?

It is OK to swap
stickies, alter them
or add new ones!

Full text of article accessible on the SAMI website at:
<http://ci2math.wordpress.com/2013-session>

ACTION...



CIL-M, reaching consensus...

Share with the whole group your 5 *strongest* important activities and/or characteristics.

What about the "*less strong*" ideas?

How will this learning change me as a Math facilitator?

Applying ORID to a challenge of professional practice

Working through the consolidation activity:

Objective level



What mathematics do you see in
the student solutions?

Working through the consolidation activity:

Reflective Level:



What surprises you?

When have you seen something similar?

What is confusing to you?

Working through the consolidation activity:



Interpretive Level:

*How are we going to articulate this mathematics?

*What are the relationships between and among the mathematics in the student solutions?

The Power of Observation

- Let's take on the role of "inside observer"
- Your job is to record the thinking to bring back to the group

Working through the consolidation activity:

Decisional Level:

What would you do next?

How would you consolidate the learning?



- Does this added layer of information change your interpretation of the student thinking?
- Will this impact your consolidation?

Consolidating the learning

How does the learning from this session impact:

- your next steps?
- your goal?
- how you will achieve your goal?